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ABSTRACT

This annotated bibliography provides a review of literature regarding family day care, support systems for family day care, and contingent issues. A total of 70 journal articles, conference papers, progress reports, book chapters and pamphlets are cited; selected critical comments are offered. Some technical weaknesses in studies are noted. Appendices include information on securing pertinent audio-visual materials, lists of day care contact people in Ontario, other day care bibliographies, and selected cross references. (ED)

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Paper #1

FAMILY DAY CARE:

An Annotated Bibliography

PS 008174

Project Staff:

Carolyn T. Younger, Researcher
Guiliana Pietropaolo, Researcher
Elsbeth Godkewitsch, Researcher
Vicky Gold, Research Secretary
Barbara Woolley, Research Secretary

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TABLE OF CONTENTS

	Page
PREFACE	
INTRODUCTION AND ACKNOWLEDGEMENTS	
ANNOTATED BIBLIOGRAPHY	1
APPENDIX A: ADDITIONAL RESOURCES ON FAMILY DAY CARE	33
APPENDIX B: OTHER BIBLIOGRAPHIES ON DAY CARE	35
APPENDIX C: SELECTED CROSS REFERENCES	37

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PREFACE

This bibliography provides a useful review of literature regarding several major issues in the area of family day care. The most important issue relates to the quality of family day care: How satisfactory is the family day care setting for children and parents? How adequate are the vast majority of family day care settings which are unsupervised arrangements? The second issue of concern relates to support systems: How can feasible models be designed for improving the quality of care through supports such as training, supervision, match-making, material supports and so on?

Such a review will, we hope, be of use to those who are trying to begin family day care programs or to determine an appropriate role for family day care in an overall community day care program. It should also be of use to researchers and persons considering evaluation programs.

Much of the reviewed material emerges from interest groups who might be expected to have prior attitudes on family day care (especially from people or groups engaged in family day care demonstration projects). Therefore we have tried to comment on each reference in which a case for or against family day care may be overstated. Although the studies themselves have not as a rule been evaluated, we have attempted to note technical weaknesses in some studies, especially where conclusions or policy recommendations of the research may have exceeded the methodological power of the studies.

A major problem we have not dealt with thoroughly relates to the exact definition of family day care. In looking at a given reference, it is sometimes difficult to tell whether all the family day care discussed fits a single model, and sometimes it is not clear whether the family day care homes discussed are supervised or unsupervised.

A related ambiguity surrounds the distinction between family day care and private arrangements. If by family day care we mean a woman caring for one or more children in her own home setting, and if we especially mean someone who cares for her own children simultaneously, then we must note that unsupervised family day care probably represents only a portion of all private arrangements made by working parents. The remainder would be constituted of such different or ambiguous cases as younger relatives, commercial babysitters coming to the home, and so on. Some of the studies annotated within may apply to family day care but not necessarily to private arrangements as a whole.

These cautions notwithstanding, we hope that this bibliography will be of value to those who read it.

Ted G. Harvey
Project Child Care Director

INTRODUCTION AND ACKNOWLEDGMENTS

This bibliography was generated during the authors' summer employment on Project Child Care. The information was gathered by direct communication with a number of people involved in the field of day care and by systematic library research. Library research included referring to available bibliographies and card catalogues at the University of Toronto libraries (both Robarts and Ontario Institute for Studies in Education), and checking on references as they appeared in the articles under review. From these efforts the materials and contacts noted in this report were gathered and developed. Several references could not be found in time to annotate them for this bibliography. They are listed in the bibliography, however, because the authors feel they are likely to be relevant to a review of family day care. In the annotations, selected critical comments of the authors appear in brackets.

References are listed alphabetically by author. Readers particularly interested in Quality of Day Care or in Support Systems for Family Day Care can find articles categorized under these headings in the Cross-References Section, Appendix C. A section is also included on Other Day Care Bibliographies (Appendix B), describing them and telling where to get them. Appendix A gives information on where to obtain relevant audio-visual materials, and lists key contact persons in the field of day care in Ontario.

A further note needs to be made. In reviewing the literature in any field as massive as day care, one is sure to overlook a number of articles that may potentially be pertinent to the subject under review. Research of this kind is never exhaustive and calls for continued revision as the field grows and expands. However, we hope that the survey of the literature as presented in this annotated bibliography will give the concerned reader a useful indication of what is happening in the field of family day care. Any comments or additional references would be greatly appreciated and should be sent to Project Child Care.

We would like to thank the following organizations and people for their support in making this document possible: the Secretary of State for their generous financial support; Project Child Care and its sponsors, Community Day Care Coalition and the Social Planning Council for providing support and encouragement; Dr. Ted G. Harvey, Dr. Laura C. Johnson, Tony Tam and Julia Schulz for their advice and encouragement; and Vicky Gold and Barbara Woolley for getting it all down on paper.

Carolyn T. Younger
Research Assistant
Project Child Care

September 1975

NOTE: Critical and other comments by the authors of this bibliography appear in brackets.

1. Burshtyn, E. Day Care as a Resource for the Contemporary Family, Vanier Institute of the Family, 1970. (Not available for annotation).

2. Carter, A. and D. Ayton. Family Day Care, A Special Use of Subsidized Private Home Day Care, Catholic Family and Children's Services, 1857, De Maisonneuve Blvd. West, Montreal, Quebec, April, 1974.

   This is a discussion mainly of the possibilities of family day care in foster care. This would help a family to remain intact while mothers are ill, employed, absent from the home or unable to cope with their families.

   A comparison of the day care facilities in Ontario and Montreal is presented as an argument to find more child care.

   A memo and questionnaire was circulated to the staff of Catholic Family and Children's Services agencies. To obtain the required data, 33 agency workers were interviewed. The total number of children studied was 106. The purpose of the study was to determine who would benefit from family day care. Their conclusions show that family day care could not only provide a real practical and therapeutic service, (ie. control abuse and neglect for children) but that it could also result in considerable savings in expenditure.

   A pilot project was established to produce a workable administrative scheme to evaluate the effect of family day care on children and their parents. Five workshops were held for natural parents and day care parents.

3. Cauman, J. "Family Day Care and Group Care: Two Essential Aspects of a Basic Child Welfare Service," Child Welfare, 1961, 40 (10), pp. 20 - 23. (Not available for annotation)

4. Clifford, Howard. "Family Day Care: A Fast Growing Resource," Canadian Welfare, September to October, 1974, 50.

   The author gives a general overview of the family day care situation in Canada. There is some discussion of family day care support systems already in existence in several cities across Canada. Of particular interest to the author is the potential of coordinating family day care with group care. He emphatically supports both forms of day care.

5. Collins, A.H. The Home-Centred Woman as a Potential Protective Service Resource, Paper presented at the National Conference in Social Welfare, Dallas, Texas, May 17, 1971.

The author examines the "natural system" of private child care arrangements. It is concluded that one can intervene preventatively at the neighbourhood level where instances of neglect and abuse are recognized by "home-centred women". (By locatind these "key" individuals in the neighbourhood, one could carry out match-making services and set up intervention systems in cases of abuse and neglect. Regular consultation from a social worker is recommended.) According to the author such a woman chooses to remain at home because she likes it and because she is less mobile. She is also open to friends and neighbours and quite approachable.

6. Collins, A.H. "Natural Delivery Systems," American Journal of Orthopsychiatry, 1973, 43(1), pp. 46-52.

The author describes a method for identifying, recruiting and organizing certain individuals who appear to provide informal day care services for neighbours. She also deals with how to help them enlarge their sphere of influence while maintaining their role and status. These persons are viewed by the author as major, untapped preventative mental health resource in giving care to children. By this the author means that the day care neighbour can help to identify familial problems of these children in day care. These women provide information about the natural delivery systems by forming key elements in its chains.

7. Collins, A.H. "Some Efforts to Improve Private Family Day Care," Children, (July - August, 1966), 13, pp. 135 - 140.

A survey of (Portland, Oregon) mothers who needed reliable day care arrangements and preferred them in their own neighbourhoods was conducted at Friendly House in 1964. A first survey searched for demographic information to permit a judgement of quality - a 13 dimension index for measuring quality was used.

One finding of the survey was that all of the day care mothers who received highest rankings had intact families of their own with school-age children and income above poverty level. One of the most troubling findings was the high degree of

discontinuity in care. This was dependent in part upon the type of relationship the caregiver had with the mothers.

Group meetings for caregivers designed to improve the quality of family day care were unsuccessful due to a variety of external reasons.

The author concludes that the best method of offering help to mothers wanting child care is to provide a "matching" service in a given neighbourhood.

Establishment of a Day Care Neighbour Service is recommended to learn about the discontinuity of care and the relationship between the day care mother and the natural mother.

8. Collins, A.H. and Watson E.C. The Day Care Neighbour Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care. (Portland: Tri County Community Council, 1969.) (See no. 23, Matchmaking in Neighbourhood Day Care, for a discussion of the program in operation.)

9. Collins. A.H. and Watson E.C. "Exploring the Neighbourhood Family Day Care System," Social Casework, November, 1969, pp. 517 - 533.

The paper centres around a discussion of how a Day Care Exchange Project can be made to work.

The expressed purpose of the project changed from trying to improve the quality and quantity of family day care to locating women who were already acting as informal sources of information in existing family day care networks, offering them consultation regarding how they could expand their sphere of influence in the neighbourhood and encouraging them to branch out.

These data provide useful information about family day care homes.

10. Costin, L.B. "Supervision and Consultation in the Licensing of Family Homes: The use of Non-Professional Personnel," Child Welfare, January, 1967.

11. Costin, L.B. "Training Non-Professionals for a Child Welfare Service," Children, March - April, 1966, 13, pp. 63 - 68.

The purpose of the project was to determine if non-professional staff could adequatiey perform the tasks involved in licensing family day care homes. The method employed was to use a panel of professional social workers who rated the licensing tasks in order of importance. Trained non-professionals then carried out these tasks.

It was concluded that licensing and supervision of family day care homes does not necessarily have to be done by professional social workers. Non-professionals, with training, are just as or more sensitive to child and community needs.

12. Costin, L.B. and Gruener, J.R. The Licensing of Family Homes in Child Welfare: A Training Guide for Instructors and Trainees, Detroit, Wayne State University Press, 1965.

13. Costin, L.B. and Gruener, J.R. "A Project for Training Personnel in Child Welfare," Child Welfare, 43, 1964, pp. 175 - 181.

14. Crowford, C.H. "A Family Day Care Program," Child Welfare, 1969, 48, pp. 160 - 162.

15. Day Care and Child Development Council of America. "The Family Day Care-Career Program," Voice for Children, 1970, 3(3), pp. 1 - 2.

16. Edwards, E. "Family Day Care in a Community Action Program," Children, 1968, 15, pp. 55 - 58.

17. Emlen, A.C. "Day Care for Whom?" in A.L. Schorr (ed)., Children and Decent People, Basic Books, New York, 1974, pp. 88 - 112.

The author examines need and expansion of day care with a special emphasis on informal day care arrangements. He concludes that these arrangements form unique and special services that are indispensable. He argues that they:

a) are economical and convenient;
b) accommodate children of any age (especially infants);
c) minimize strain of distance and transportation;
d) offer no threat to parental feeling because they can provide familiar surroundings for child;
e) allow one to use or avoid using relatives;
f) provide quality that is probably similar to that given in own home.

The author is in favour of creating programs to support existing patterns of day care rather than assessing how many group day care centre facilities are needed.

(It should be noted, however, that the view of quality set forth derives from Emlen's main study of family day care (references 21 and 22) which is based on a highly questionable sampling strategy that most probably has excluded low income cases and cases where care might be of poor quality. We must also note that those studies do not in any way attempt to directly measure quality, although the authors make conclusions as to the quality of care. The reader should weigh Emlen's arguments in light of the Willner study (See No. 63 and 64) which dealt directly with the issue of quality of unsupervised family day care in New York City. Willner's conclusions are quite opposite to those of Emlen.)

18. Emlen, A.C. "Boundaries of the Surrogate Relationship in Family Day Care: An Analysis of the Care Giver Role," Paper presented at the 51st meeting of the American Orthopsychiatric Association, San Francisco, April 1974.

A discussion is presented regarding who terminates private day care arrangements and why they are terminated. The conclusion reached by the author is that mothers usually terminate arrangements for extrinsic reasons (mobility, work stress) rather than dissatisfaction with the particular arrangement. However, interaction between the giver and receiver may still be a cause for dissatisfaction with the arrangement.

What is important, however, is that the day care mother is <u>not</u> a surrogate parent but merely complements and supplements the home of the child and specializes in giving child care. This raises the interesting issue of the battle of the professional vs the parent. Are the professionals making the distinction or is the parent really responsible for deciding what is important in child care? Emlen argues that the professional, <u>not the parent</u>, gives the child caregiver an enlarged role.

(See <u>Child Care by Kith</u>, by Emlen, no. 22 below).

19. Emlen, A.C. "Slogans, Slots and Slander: The Myth of Day Care Need," American Journal of Orthopsychiatry, 1973, 43(1).

The author claims that the problem regarding day care need is not one of trying to expand group care but of developing support systems to strengthen and develop patterns of private child care arrangements. He also emphasizes that we must maintain diversity in day care and that the informal day care community should provide for this diversity. He continues with an examination of reasons why family day care is advantageous, how it is of high quality and how we can improve this natural system.

(It should be noted, however, that the view of quality set forth derives from Emlen's main study of family day care (references 21 and 22) which is based on a highly questionable sample strategy that most probably has excluded low income cases and cases where care might be of poor quality. We must also note that those studies do not in any way attempt to directly measure quality, although the authors make conclusions as to the quality of care. The reader should weigh Emlen's arguments in light of the Willner study (See no. 63 and 64) which dealt directly with the issue of quality of unsupervised family day care in New York City. Willner's conclusions are quite opposite to those of Emlen.)

20. Emlen, A.C. "Family Day Care Research: A Summary and Critical Review," from Family Day Care West: A Working Conference, Pacific Oaks College, Pasadena, California, July 1972. (Available from ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois)

(An excellent review of the research conducted thus far in the field of family day care.) Analysis of research projects is divided into four major sections -- (1) surveys on type and need; (2) effects of maternal employment; (3) field studies; (4) demonstrating intervention programs to improve day care situations.

The key issues outlining are duration of arrangement, uniqueness of family day care arrangement and group size as a main determinant of quality.

21. Emlen, A.C., Donoghue, B.A. and Clarkson, O.D. The Stability of the Family Day Care Arrangements: A Longitudinal Study, Portland, Oregon, Field study of the Neighbourhood Family Day Care System, 1972. (Available from: Continuing Education Publications, Waldo 100, Corvallis, Oregon.)

The aim of the study was to investigate sources of stability and instability in the family day care arrangement. A sample of 116 family day care arrangements were followed from beginning to end. The data were obtained from both working mothers and the neighbourhood caregivers at three times in the relationship: twice during the relationship (T1 and T2) and once after termination (T3). (It was not a probability sample -- names were gathered through screening ads and through the Day Care Neighbour service-see #23)

The interviews contained 22 demographic variables and 16 mother attitudes and 14 sitter attitudes plus 50 variables as predictors of stability. The findings showed that mothers and sitters matched themselves. All caregivers had up to five children, only.

A typology is set up Type A-G which reflects the stranger-friend dimension of the relationship. The typology has a range from a friend-sitter type where the two adults agree completely on child rearing, to an arrangement made in a chaotic-desperate state on both the sitter and mother's parts. Predictions are made as to what end the relationship will have and its effects on the child. A list of predictors for duration of the arrangement based on mother and sitter characteristics is given.

Findings were that, in general, stability does not equal quality of care. Reasons for ending the relationship vary.

(Problems with the sampling method and statistical overkill in the analysis make this report difficult for any but the most determined reader to interpret. Also, see note to no. 17)

22. Emlen, A.C., Donoghue, B.A. and LaForge, R. Child Care by Kith: A Study of the Family Day Care Relationships of Working Mothers and Neighbourhood Caregivers, Portland, Oregon, Field Study of the Neighbourhood Family Day Care System, 1971. (Available from: Continuing Education Publications, Waldo 100, Corvallis, Oregon.)

The purpose was to study the relationships of working mothers and their neighbourhood caregivers. A sample of 104 mothers who had private family day care arrangements were interviewed, and their caregivers were also interviewed. (This is not a probability sample; thus results are not generalizable to any population.)

Attitude Scales and self-report questionnaires were administered. Socio-economic Status comparison showed that parents were more educated, younger, had smaller families and mothers earned more than caregivers. Most of the relationships started on a "stranger" (65) rather than friend (39) basis. The majority (72%) of parents preferred neighbours' care to centre care -- this might have been due to the ages of the children (toddlers vs. preschoolers). The findings show that caregivers sit for both economic and expressive need reasons. They rarely take in more children than they are used to, i.e. empty nest hypothesis. Those relationships that begin on a "stranger" basis develop family closeness with time whereas "friend" relationships seem to drift further apart, although a general level of satisfaction was reported. The main criteria for satisfaction on the mothers' part was the sitters' concern for the child, whereas for sitters it is the communication and mutual satisfaction that mattered. Role strain and emotional drain are more a factor for friend-sitters than stranger-sitters. According to the author it seems that sitter-stranger relations last longer and are more solid than sitter-friend relations. This is so because in the former, the limits of the relationship are defined at the outset.

(Methodology of the study leaves a great deal to be desired. The questionnaires and self-report schedules gave the respondent little opportunity to express her feelings since questions were multiple choice. To this note we must add recognition that the studies noted (21 and 22) represent a trail-breaking effort in certain respects, especially as regards surveys of broad samples of day care consumers and their caregivers. See annotators' note to no. 17.)

23. Emlen, A.C. and Watson, E.L. Matchmaking in Neighbourhood Day Care, available from: Continuing Education Publications, (Waldo 100, Corvallis, Oregon), Portland, Oregon, 1971.

This report is a summary of the Day Care Neighbour Service, a component of the Portland Oregon Field Study of the Neighbourhood Family Day Care System.

The project tested a day care neighbour scheme of the following sort:

(1) key persons were identified in target neighbourhoods, and selected on the basis of repute, centrality in gossiping and information networks, interest in day care, own activity in giving family day care;

(2) these day care neighbours were paid $25 a month to assume a day care matching role, in which role they developed their own networks of caregivers; and in which they also processed a limited number of referals from a consultant and a central office.

Over about a two year period, 16 day care neighbours processed requests from 422 day care users and 200 day care givers. Over a thousand referals resulted in 394 matches by day care neighbours.

The report focuses on the assessment of the feasibility of the day care neighbour service, and does not deal with any assessment of client satisfaction, impact on the amount of care available, cost-effectiveness, quality of care, etc.

The authors argue explicitly that the informal nature of the day care neighbour role precludes much intervention of the sort that might maintain standards or immitate a "supervisory" day care role.

(The report does not assess the value of the service or its impact on the quality of care. Nonetheless it represents a resource document of extraordinary interest to persons interested in strengthening natural day care systems in communities. More research, to test variants and to determine effects, especially on the quality of care would seem to be desirable.)

24. Emlen, A.C. "Realistic Planning for the Day Care Consumer, The Social Welfare Forum. 1970.

The author raises the question of whether assessing the quality of day care and evaluating day care facilities is done better by experts or by the individual consumer.

Quality of the arrangement should be seen as the interaction between users and providers. Therefore, we need to look at those who are directly involved in day care in addition to the professional view, in understanding needs of day care consumers and in the pursuit of child development objectives. Family day care is seen as being of positive value because it adopts the lifestyle of the family itself.

25. Emlen, A.C. "Neighbourhood Family Day Care As a Child-Rearing Environment, Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Boston, Massachusettes, 1970.

Emlen discusses the behaviour of mother and child caregiver as conditions which constitute the environment of the child. He also considers the "ecology" of private home care arrangements, demonstrating its use in the neighbourhood and the possibilities of neighbours assisting in making private family day care arrangements.

The author concludes that the "neighbourhood holds the key" as to how arrangements are made. There is a natural neighbourhood matchmaking system which should be encouraged with the development of support systems. He suggests that the social worker employ day care neighbours to provide recruitment and referral services as well as to act in emergency care. In addition, the author delineates variables and factors contributing to the types of relationships that develop between consumer and caregiver.

26. Emlen, A.C. and Perry, J.B. "Child Care Arrangements," In Hoffman, L.W. and F.I. Nye (eds) Working Mothers, Jossey-Bass Publications, San Francisco, 1974, pp. 103 - 263.

This is a review of the concept of "comprehensive" day care (developmental, universal, subsidized). This concept is discussed in relation to the "optimal environment" for caregiving. The authors see two critical dimensions of the day care environment: (1) the setting (social structure, composition), and (2) external and mediating influences (parents, neighbourhood).

The authors felt that concern should be given to safety and early education regarding the setting.

The setting and external influences are discussed in light of the historical development of day care, i.e. the growth of informal care, the growth of comprehensive day care, and the shift in emphasis from antecedent variables to emphasis on education, curricula, training and cognitive development.

Reference is made to Costin's (1972) requirements for child care, which include: understanding of individual needs and stages of growth, consistent nurturing, supportive emotional response to child, attention to health and physical progress.

27. Emerson, Lola B. The League's Day Care Project: Findings to Guide the Community in Providing Day Care Services, Child Welfare, 1969, XLVIII(7), pp. 402 - 419.

This paper is a summary of Rudermans' 1968 study. It concludes that there is a greater need for day care services not only for ages 3 - 5 but also for older children. This is supported by statistics on the number of parents who arrange for informal care for their children. A group home is considered by the author as particularly handy for older children and large families, whereas centres provide learning opportunities for younger children.

The article calls for more parental and community involvement.

28. Family Day Care West: A Working Conference, 1972, 169 pages.

An attempt is made to condense data on family day care, i.e., a form of supplemental child care that takes place in the home of a nonrelative. An overview is presented of the kinds of studies that have been done and how they fit into the larger picture of what remains to be done before we can claim to have a body of knowledge to guide us in this area. The available research is classified into four general groups: (1) surveys of the extent of family day care among other types of child care arrangements of working mothers and surveys of the need for day care resources of different types, (2) research on the effects of maternal employment, separation and deprivation, and compensatory programs on family and child development, (3) field studies of the family day care arrangement as a social system, of consumer and caregiver attitudes, behaviors, and life circumstances; and observational studies of family day care as a child rearing environment; and (4) demonstrations of intervention programs and support systems for family day care, with special reference to the Day Care Neighbour Service (Portland), the Community Family Day Care Project (Pasadena), information and referral programs, licensing, and agency supervised family day care.

(Reference and abstract are taken from Norma K. Howard, Day Care, An Abstract Bibliography, ERIC Clearing House on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois.

29. Fiaz, N. and Wilson, D. Planning the Scale of Day Care Services in Ontario, Dept. of Educational Planning, Ontario Institute for Studies and Education, (Preliminary Reports) Toronto, Ontario.

This is an introductory paper outlining the premises for future research on provisions for day care in Ontario. The purpose is to come up with national planning mechanisms. The paper deals specifically with concepts and definitions of "day care" including family day care, and alludes to the implications these definitions may have on standards. The expressed purpose of this endeavour is to try and determine how, why, and where growth or expansion for day care could best take place. In addition, the likely cost of each alternative and the question of "good" day care is grappled with.

30. Fink, S.A. Parents and Child Care, Far West Laboratory for Educational Research and Development, San Francisco, 1974.

The purpose of this study was to analyze expectations, needs and opinions of child care consumers. The sample consisted of 15 child care centres and five day care homes that were selected on the basis of U.S. census data concerning type of program, location, ethnic and racial composition of the immediate surrounding community and auspices (eg.private or publicly funded).

A total of 300 questionnaires were distributed to parents of children in day care (homes and centres): 125 were returned. The questionnaires were in four languages: English, Chinese, Spanish, and Tagalog. From the 125 returned questionnaires, 50 parents were interviewed in depth -- an interpreter was used if necessary. The interviews were taped and transcribed.

According to the report, the poor rate of response indicated parents' relative ignorance or disinterest in the care of their child. (The in-depth interviews brought out the difficulty of finding an arrangement with regard to not knowing how to evaluate what they saw, and in some cases being intimidated by the entire process, especially if little or no English was spoken.) Parents also saw the centres' hours of operation and transportation as a problem. Sick children and demands of employers created additional pressure on parents.

The report concludes that parents' expectations in terms of care of the child were being met: the child was safe from harm and was fed. Some parents indicated disappointment in terms of diet -- they would have liked foods native to their culture. Some felt that centres were overcrowded and lacked sufficient opportunities and outdoor equipment.

Staff of the centres were also interviewed. They reported difficulties in financing, difficulties in communication with parents because of a language problem, the inconsideration of parents who did not notify staff of withdrawals especially in the light of long waiting lists, and the barriers placed by parents concerning the amount of rapport and the type of relationship children can develop with the care provider: usually foreign-born parents prefer a distance which maintains respect. Staff saw this as contributing to isolation and alienation for the child. The author claims that one problem for in-home care providers was not being able to find a substitute in case of emergencies. (Gives useful indicators of cultural and language barriers in finding appropriate day care for non-English speaking mothers.)

31. Foley, F.A. "Family Day Care for Children," Children, 1966, 13, pp. 141-144.

32. Handler, E. "The Expectations of Day Care Parents," Social Service Review, 1973, 47(2), pp. 266-277.

This study focusses on the expectations of parents as child care clients. Comparisons were also made with the expectations of teachers in day care centres in order to indicate the extent of consensus. One hundred parents and the corresponding teachers were interviewed using parallel forms of a questionnaire. One-half of the parents used centres which were almost exclusively supported from client fees; one-half used centres that were subsidized by the government or by private philanthropy. The core of the questionnaire was a ranking task: teachers and parents were asked to rank five goals for day care in order of importance.

Parents ranked their day care goals as follows, on order of importance: custody (good care) and socialization, followed by stimulation, information and therapy. The majority of parents gave "parent-related" reasons for using a day-care centre--eg. parent works or studies, parent needs free time, etc. A minority gave "child-related" reasons, eg. enrichment for child, other playmates, child needs help with special problems, etc. Thus, Handler concludes that "warehousing" of children is a predominant motive for parents. (This seems, however an unduly disparaging and unempathetic interpretation of the working parents' first concern--care and safety of the child. This seems to be an instance of middle class professional bias in the interpretation of parent-professional attitudes.)

Actual ranking of parents' and teachers' goals showed a high level of disagreement. However, perceived consensus (ie. parents were asked what they perceived the teachers' goals to be) showed less discrepancy.

One very interesting finding was that dissatisfied parents (who were in the minority) had a higher consensus with teacher goals and were more closely aligned to the professional view for child care, ie, to meet the child's needs. Furthermore they also tended to be more actively involved with decision-making and although they spoke with teachers less often, it was in more depth.

Handler concluded that parents who want babysitting and are satisfied with the warehousing effect are not willing to change their views or participate in the daycare setting. Unsatisfied parents want better service and more emphasis on the child's needs. (Handler's data are of good use in demonstrating the professional vs. parent definition of adequate day care for the child but the author's own perceptions further cloud the issue.)

33. Hasegaw, P. What is Quality Family Day Care? W.A.T.C.H., Pacific Oaks College, Pasadena, California. (Available from Pacific Oaks College.)

According to the author, family day care provides a substitute for the home, mother-love and a family situation, small-group (including siblings) freedom to be oneself, and the freedom to go at child's own pace (it supplements the school system). For parents it provides a relaxed atmosphere to talk over child-rearing concerns with the day care giver, and friendship with a person who cares for the child.

Hasegaw states that the relationship between the natural parent and the care-giver is like an extended family and the child benefits from having two 'mothers'. The environment is viewed as compatible with what parents desire. Also, there is no danger that something must be sacrificed so that child will fit in with the group.

Quality is felt to be achieved in that it duplicates the 'home-mother situation which W.A.T.C.H. considers to be optimal for child care. The possibility of 24-hour emergency care is discussed.

34. Heinicke, O.M., Friedman, D., Prescott, E., Puncell, C., and Sale, J. "The Organization of Day Care: Considerations Relating to the Mental Health of Child and Family," American Journal of Orthopsychiatry, January 1973, 43(1).

This is a theoretical position paper on aspects to consider in evaluating day care programs. The authors state that the following should be considered in establishing criteria in order to evaluate day care: (1) modes for interrelating family and day care based on concept of the "extended family"; (2) delivery and support systems focusing on child's needs.

Attempts were made to explore the question, "How does the centre enhance the external and internal factors that impinge on the child?"

Conclusions reached by the report were:

1) day care must meet individual needs;
2) attention must be given to all areas of functioning (physical, nutritional, social, emotional, motivational, and intellectual);
3) the child should be encouraged to have active choice and and deal with a variety of feelings;
4) day care should complement family life;
5) one should maintain diversity of choice;
6) support systems should be developed.

(A good look at aspects to consider in assessing "quality of care" as well as recommendations for support systems. However, readers should be careful to examine certain biases of the author.)

35. Jackson, Brian. "The Childminders," New Society, November, 1973, 29.

(This is a non-empirical, but non-the-less negative, account of illegal babysitters in England.) The author delineates a typology of childminders and offers suggestions for support systems. His recommendations include: relief for day care mothers; education workers to help day care mothers use their time creatively with children; toy pools and outside visits, and get-togethers for child minders.

(Although an interesting account, readers should consider possible cultural differences.)

36. Keyserling, M.D. Day Care Challenge: the Unmet Needs of Mothers and Children, Child Welfare, 1971, L(8), pp. 434 - 441.

Keyserling feels that two groups of children need day care: (1) children of employed mothers who cannot arrange for care at home, and (2) children of mothers who are economically deprived, not working and unable to provide developmental opportunities.

In a previous study entitled Windows on Day Care Survey conclusions showed a greater degree of parental dissatisfaction with care of children in own home than in day care in centres (husbands work nights; older siblings; cheap sitters, maids). According to the survey most mothers work for economic needs. Survey found that most children in day care homes received only custodial care and the homes are critized for lack of licensing and supervision. The report discusses how child care needs can be met and concludes that day care centres and expanding their services are the only way to meet needs and demands. Recognition is made of a gap between need and available good day care.

37. Kornfield, M. Homesafe: A New Approach in Group Day Care for Children, American Journal of Orthopsychiatry 1974, 44(2), pp. 238 - 239. (Not available for annotation)

38. Low, S. and Spindler, P.G. Child Care Arrangements of Working Mothers in the U.S., U.S. Dept. of Health, Education and Welfare and Dept. of Labour, 1968.

This is a descriptive analysis of the day care provisions made by working mothers as well as characteristic features of working mothers themselves. A survey was conducted by contracting with the Bureau of Census to include a few supplementary questions about child care in its population survey in 1965.

A "scientifically based sample" was used spread over 375 areas. Supplementary questions were asked in a sample household where the mother worked at least 27 weeks, either full time or part time, and who had at least one child 14 years or under.

Results showed that nearly half (46%) of the 12.3 million children who were in some kind of day care arrangement were cared for in their own homes. 16% of the total were cared for in someone else's home. Only 2% of all arrangements were in group care. 8% were "latch-key" children.

Variables looked at as affecting child care arrangements included employment status of mother, age of child, sex of child, race of child, marital status of mother, family size, education of mother, family income, pay for child care, mother's satisfaction with day care arrangement and geographical location of arrangement.

Appendices present the survey schedule, definitions and explanations of terms used, and source and reliability of estimates. Also included are 184 tables which show distributions of various factors relating to working mothers, children, and child care arrangements.

(The paper is considered a classic in day care research.)

39. Mass, H.S. "Children's Environments and Child Welfare," Child Welfare, 1971, L(3).

The author discusses preventative programs within an ecological and social interactional framework in an attempt to clarify perspectives on children's environments. (Discussion covers the implication for child welfare policy, program and practice dealing with: (a) general ideas about environment; (b) specific ideas about children's environment in ecological and social interactional terms; (c) the implications of the above.)

Maas concludes that the influence of the social environment on the child is far broader and more complex than the influence upon him of the immediate caregiver. He advocates the "family-type living" in day care because it fosters the ecological approach. He, therefore, would support family day care.

40. Nova Scotia Regional Social Planning Council. Family Day Care for Nova Scotia -- A Proposal, Halifax, Dartmouth Country, Sept. 1973.

According to this report family day care is the proposed solution to practically non-existent day care facilities for children under 2 and over 5.

Advantages of family day care were hypothesized as:

1) accommodating different ages so that whole family can receive day care in one place
2) providing neighbourhood services -- children play with friends and neighbours
3) accommodating irregular work hours
4) caring for children with minor illness
5) giving economic and social assistance to one-parent families
6) family day-care mother can earn some money and perhaps receive training in order to further professional goals
7) family day care mother learns to enjoy and understand her own children better
8) strengthens community ties
9) it is inexpensive

The family day care system proposed for Nova Scotia includes developing a link between local day care centres and caregivers three month Manpower - sponsored training for family day care mothers, nursery school experience for ages 2 to 5 several times a week while family day care mother gets training, set criteria for finding home and family day care mother, a supervisor who must have early childhood training, and a timetable for setting up the program.

Research is proposed on experimental family day care programs, with comparative studies done in associated centres.

41. Perry, Joseph B. "The Mother-Substitutes of Employed Mothers: An Exploratory Inquiry," Marriage and Family Living, 1961, 23, pp. 362-367.

The purpose of the study was to test the hypothesis that a child "suffers" from being cared for by a person other than his mother. Three Guttman scales to measure the adjustment of children were given to 104 unemployed mothers, 104 employed mothers and 82 caregivers.

No significant difference was found between Guttman scale scores of children with working or non-working mothers. Rather the characteristics of working and substitute mothers (caregivers) are in accord - a "match". In addition, only a few of the changes in arrangements were a result of dissatisfaction. A list is provided of 10 characteristics of substitute mothers made by working mothers. (This is a controlled study which related well to the problem of the child's adjustment with a day care mother in the absence of his natural mother.)

42. Peters, D.L. Day Care Homes: A Pennsylvania Profile, Centre for Human Services Development, Pennsylvania State University, Report no. 18, December 1972. (Available from: Centre for Human Services Development, Pennsylvania State University, University Park, Pennsylvania--16892.

This is a well executed profile of supervised home day care in Pennsylvania.) A survey of 162 homes was conducted including site visits, questionnaires and observations. Descriptive data was collected on the characteristics of children, families, staff, environment and programs of homes. Comparisons were made for different population densities and programs of different funding types.

The sample consisted of a list of homes compiled from (1) Dept. of Public Welfare Regional office records, (2) information auspice agencies, and (3) organizations concerned with day care. The 162 homes selected were 10 percent of the latter picked up and checked by field staff.

One to three hour visits were conducted to observe program activities using Green et al (1972)'s procedures.

The survey found that:
1) The homes were child-centred, stable and warm.
2) The average length of care was one year and up.
3) The care was consistent with that in child's own home.
4) The care mothers were happy and the children were happy.
5) The home provided care for children under 3 years -- where other institutions d'd not.
6) The day care mother was of central importance -- how she she saw her role affected all other elements: the majority saw themselves as sitters - yet wanted "ideas" and "things" to do for the children - more area and equipment (ie. enrichment but could not afford it.) They had pride in improvement in children.

(The questionnaire has very useful questions to include in surveys on family day care, especially questions on child-caregiver relationships.)

43. Pierce, W.L. "Day Care in the 1970's: Planning for Expansion," Child Welfare, 1971, 50(3), pp. 160 - 163.

This is an analysis of the present day care situation through facts and figures. The interesting controversy and difficulty of day care as big business is discussed in some detail (the "profit potential" as it is referred to here). Some aspects of child development and pre-school education in light of growing day care needs are also presented.

44. Prescott, E. "Is Day Care as Good as a Good Home?" 51st Annual Meeting American Orthopsychiatric Association, San Francisco, April, 1974. (Available from the author.)

The purpose of this report was to look at characteristics and aspects of the home, comparing these features with group care and home care arrangements, and evaluation of day care in terms of its similarity to be a "good home".

The survey sample included 112 children (age 2 - 5) in 14 day care centres which had a "community reputation for quality" and 14 children from family day care homes. (Note the unreliability or judgmental nature of sample design here.) One half were open-structure, one half were closed-structure. Open structure refers to a child care environment where there is high mobility, high degree of choice and which is "homelike". Each child was observed for 180 to 200 minutes and coding was based on child's behaviour during 15-second sequences and descriptions of the activity segment.

Findings showed marked differences in the way in which a child initiated and terminated an activity segment. Activities which were one-to-one or one-to-two or-three occurred five times as much in home-based as compared to centre care. The number of people and kinds of people interacted with varied in different settings as well.

Conclusions were based on a softness index which included:
1) Homes abound in softness (couches, pillows, chocolate pudding to help make, water to play in in the backyard in hot weather, dogs and cats).
2) Enrichment opportunities of materials used.
3) More opportunities for privacy.
4) More kitchen activity.
5) Exposure to a variety of adult workers and settings.

The author concludes that a home offers problem solving opportunities in terms of human needs; the centre offers problem solving potential in an abstract sense. Group care is a more artificial setting and does not give primary concern to nurturing aspects of care. Home-like environment and size are crucial variables.

(Again, readers in evaluating this report should consider the day care biases of the author, ie. the "good home" basis for defining quality.)

45. Prescott, E. A Comparison of Three Types of Day Care and Nursery School-Home Care, paper presented at Biennial meeting of Society for Research in Child Development, Philadelphia, Pennsylvania, March -- April, 1973.

The purpose was to observe child differences in three types of day care: (1) closed-structure group care, (2) open-structure group care, and (3) family day care.

The sample consisted of 112 children, 2 - 5 years (average age - 45 months)

84 from day care centres with a reputation for quality (one half open -- one half closed)
14 from day care homes with commitment to participate in a demonstration community family day care project
14 from nursery school-intact families -- half days only

The method employed was the day care environmental inventory which called for 15-second observation codes (child observed for an entire activity segment).

According to the author, closed structure group care provided clear limits and adult input to which the child must attend - lacking opportunities for autonomy, the adult-child interaction or self-esteem support, sensory stimulation lacking-high restrictions on mobility. However, open structure group care was rewarding the child-child interaction; more autonomy; adult input diluted; few chances for cognitive engagement. According to her data the author claims that family day care and nursery succeed where other day care settings fail because they provide a more "open structure".

(Again, readers in evaluating this report should consider the day care biases of the author, ie. the "good home" basis for defining quality).

46. Prescott, E. Assessment of Child Rearing Environment: An Ecological Approach. Progress report prepared for the Children's Bureau, Department of Health, Education and Welfare, Pacific Oaks College, Pasadena, June 1971. (Not available for annotation).

47. Radin, Norma. Evaluation of the Day Care Consultation Program 1969-1970. Michigan University, Ann Arbor, School of Social Work, September 1970, 35 p.

A program was set up which offered bi-weekly consultations to day care mothers in their homes, and also offered group discussions in which mothers talked about their mutual concerns and interests.

The hypotheses tested in evaluation of the day care consultation program were:

1) participants would show greater increase in attitudes and behaviour conducive to the growth of the children than their matched controls, as well as show increase in "fate control";
2) preschool experimental children would show greater behaviour change than control youngsters.

The sample consisted of one middle-class and one lower-class experimental group and one middle-class and one lower-class control group.

Findings showed that experimental group mothers, regardless of class, differed significantly from their matched controls in showing an increase in rejection of the homemaker role by the end of the year. By this the author means that the experimental group of mothers took a greater interest in non-home affairs than their control counterparts. The second significant finding demonstrated an increase in dependence among children being cared for by lower-class day care mothers.

48. Radinsky, E.K. "Follow-up Study on Family Day Care Service," Child Welfare, 1964, 43, pp. 305-308.

49. Roberts, Elma. A Proposal for Demonstration Pilot Projects Private Home Day Care, Children's Services Bureau, Toronto, January, 1975.

This is a proposal for a program in Metro Toronto involving parent co-operative nurseries as the base from which 25 homes would be integrated as a private day care program because the nursery program is only half-day. Therefore, they can supplement full day care.

Reasons and advantages for associating private home day care with Co-op Nurseries are discussed. Structure, staff and costs are suggested.

50. Ruderman, Florence A. Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children, Child Welfare League of America Inc., New York, N.Y., 1968, 392 p.

In 1960 the Child Welfare League of America began the Day Care Project during which survey research done and to clarify and revise day care services. A three-stage program assessed attitudes and practices in seven communities. Stage I tapped community opinions on child welfare issues. Questionnaires were mailed to each of six groups in a community: professional and public agencies, board members, clergy, labour, business, preshcool associations.

Stage II utilized field techniques to survey supplementary child care practices in 300 families of both working and non-working mothers. in-home interviews of one hour were conducted which included a check list and an open-ended questionnaire. Stage III surveyed 1400 day care facilities, focusing on the study of licensing laws and of community organizations for day care. Each facility was sent a 4-page questionnaire: a more detailed version was sent to facilities which returned the Stage I questionnaire; a few facilities from each community were observed for 2 - 3 hours. When the study was completed in 1964, the findings for each stage revealed that:

1. Day care needs are not well known in the community and they rank low when compared to other children's programs.
2. Sources of resistance and opposition are in the negative attitudes towards working mothers.
3. There was a reluctance for more government involvement and expenditure and a belief that the communities' responsibility lay only in hardship cases.
4. Most preferred in-home-arrangements rather than centres.
5. In general, most arrangements (of any kind) were satisfactory.
6. Centres had a value in themselves and therefore were considered a very favourable idea.
7. Much in-home care for infants is in a care giver's home.
8. According to the author, family day care mothers provide low quality care given that there is no recognition or economic reward, few competent trained women are attracted to such an occupation.
9. Informal family day care is unsatisfactory (especially for Negro mother).
10. Supposed virtues of family day care are seldom realized: "experience of family living" is not carried out.
11. Family day care homes are more suited to the needs of older children-suggest the development of a network with the school as a centre.
12. Day care centre programs should include infants.

(Perhaps Ruderman gets caught in the same trap as lower-class mothers who prefer day care centres because of their middle-class value -- not because day care centres may be effectively better than other forms of child care but because of possible class laden values on day care.)

(This is considered another classic in day care research.)

51. Ruderman, F. "Conceptualizing Needs for Day Care: Some Conclusions Drawn from the Child Welfare League Day Care Project," Child Welfare, April, 1965.

A summary of the main project (see no. 50).

52. Sale, June S. "A Self-help Organization of Family Day Care Mothers as a Means of Quality Control," Paper presented at the 51st Annual Meeting of the American Orthopsychiatric Association, San Francisco, April 11, 1974. (Available from the author.)

This paper describes the growth and development of W.A.T.C.H. (Women Attentive to Children's Happiness) in Pasadena, California. Part of the Pacific Oaks group, this association was born from the Community Family Day Care Project and their informal gatherings with caregivers and students of Pacific Oaks College. The organization was formed on the initiative of the mothers, with research staff playing a peripheral role. Staff did, however, set up supports to help development of W.A.T.C.H. such as: circulating bulletins, toy vans, meeting space for mothers, information service on day care, and experience in committee procedures. Staff assistance was minimal after the closing of the original research project.

The main purpose of the group is to "provide quality care for children by including rather than excluding all of those interested in achieving this end". An information packet was also put together by day care mothers for day care mothers.

53. Sale, June S. "Family Day Care -- A Valuable Alternative," Young Children, April, 1973, 28.

This was another Pacific Oaks project. It studies 22 (12 licensed, 10 unlicensed) day care homes (of various ethnicity) to find out about the advantages of family day care and to see if care was developmental or merely custodial.

Sample selection was via the community gate-keepers technique and door-to-door canvassing, bulletin boards and licenses. (By community gate keepers technique the author means trying to locate people who know the neighbourhood and who would be helpful in locating caregivers.) Students of Pacific Oaks College spent one morning a month with the 22 day care mothers to learn - and then took over one morning a month so that the day care giver could go to a group meeting. The care giver was seen as a consultant - and her self-esteem grew as she had the opportunity to talk about it in discussion groups with other caregivers.

The author felt that these homes provided warm homelike atmospheres along with education and developmental stimulation.

54. Sale, June S. "Family Day Care: One Alternative in the Delivery of Developmental Services in Early Childhood," American Journal of Orthopsychiatry, January, 1973, 43.

This is a description of the educational, affective and social components of the program entitled "The Community Family Day Care Project". This project was operated by women of various ethnic and economic backgrounds. Included in this report is a discussion of a self-help organization aimed at enhancing the status and importance of family day care mothers.

The author introduces the interesting concept of "horizontal diffusion". This is explained as the situation where the day care mother has a similar life style to the natural - mother, thus offering a continuity of learning experiences for the child. In this way, practices in the natural home can be "duplicated" in the day care home.

The conclusion of the research was that day care should approximate the "warm climate of the home". Therefore, family day care is recommended over group day care. As quoted by Sale, "... let's not prescribe play dough where real dough is available."

(Readers should consider the possible biases of the report.)

55. Sale, J.S. and Torres, Y.L. I'm Not Just a Babysitter: A Descriptive Report of the Community Family Day Care Project, Pacific Oaks College, Pasadena, California, July 1971.

(This is the general report from which previous reports no. 52 to 54 were extracted.) Goals of this project were: (1) to identify formal and informal networks of child care in Pasadena, (2) consider possible support systems, (3) explore alternatives for expansion.

They discuss in detail recruitment of project participants, description of family day care homes and caregivers, parent meetings established by project, field demonstrations to participating day care mothers, and survey of child care facilities in Pasadena with a description of support systems. These support systems included a nursery school set up by project staff, field demonstration assistants, establishing colleague relationship with day care mothers, environmental workshop, toy-loan mobile, and exchange system.

Basically the program gave a picture of the capacity of day care but not of the quality except for an article by C. Milich included in the report. She compared environments of group care and family day care. Analysis was done with coding schemes to categorize child's behaviour and an environmental inventory. Conclusion reached was that family day care was more home-like and less structured than group care as established through several dimensions.

Sample of large project included 22 family day care mothers recruited through "gate-keeper" techniques and community contacts.

(This is an excellent paper for examination of potential support systems for family day care.)

56. Sale, et. al. Open the Door: See the People. Pacific Oaks College, Pasadena, 1972. (Available from ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois.) (Not available for annotation.)

57. Saunders, M.M. and Keister, M.E. Family Day Care: Some Observations, Day Care and Child Development Council of America, Washington, D.C., 1971.

Two 2-year longtitudinal studies were conducted - one at a day care centre and one of 15 day care homes. Access to the day care homes was gained through a United Way agency (which sponsored 10 centre programs, an infant centre, two after-school programs, 22 family day care homes and two summer camps). In exchange for permission to test children in the day care homes, the day care mothers were given opportunities to have brief training experiences at a demonstration centre for infant and toddler care. (Children in the two groups' were not matched and great differences between the two groups are apparent (see p. 41-48). Also uncontrolled for is the experimental effect of the training provided to the day care mothers. These factors limit the degree to which these data are generalizeable.)

The object of the project was to collect some data on the children in the two settings and gain information on the history of day care homes over two years. Observations were conducted by examining centre and home data on clientele. In addition, the Bayley Infant Scales of Development (mental and motor) and the preschool attainment record Vineland Social Maturity Scale were used. Physical development was ascertained by interval differences in height and weight.

The general conclusion of the study seems to be negative, finding that most assumptions given for the advantage of using family day care were not founded in the data. Assumptions called into question include:

a) continuity of care
b) age-mix
c) convenience
d) home-like atmosphere
e) care-givers are also mothers with preschoolers.

58. Social Planning Council of Metro Toronto. Report on Family Day Care of Children, 1966. Available from 185 Bloor Street East, Toronto, Ontario, M4W 3J3.

(A dated but non-the-less useful illustration of community assessment of family day care resources.)

An analysis and description of three family day care projects in Toronto (Protestant Childrens' Homes, St. Christopher House and Victoria Day Nursery). The expressed purpose of these projects were to demonstrate:
1) the usefulness of supervised family day care in Toronto;
2) some indication of where sources should be located;
3) the auspices under which it should be provided;
4) how it should be financed.

Some recommendations on these issues were put forward. Appendices for information on standards for foster family care service, returning fees for day care services, case illustrations of family day care, letters from clients and statistical data on family day care use in three areas of Toronto.

59. Trisdorfer, Alice, et.al. Family Day Care Mothers: What They Want in Training Programs, 7 pgs. (Reference and abstract are taken from Norma K. Howard, Day Care: An Abstract Bibliography, ERIC Clearinghouse in Early Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois).

A report based on information gathered by interviewing ten family day care mothers is presented. The following categories represent the problem and need areas discussed by the day care mothers who were interviewed: Activities, Problems with Natural Parents, Relating to the Children, and Financial Problems. The mothers were asked to discuss any problems they have encountered connected with their caretaker functions; remedies, if any, to these problems; and suggestions of topics that should be included in a training program for family day care mothers. Six of the ten day care mothers felt that the most important topic to be covered in a training program would be appropriate activities for various aged children. Also, most felt that it would be important to include in a training program ways of relating with the natural parents. Most felt that it would be extremely useful for child development professionals to discuss child-related topics in a training program. Finally, most of the mothers felt the need for information on filling out income tax forms. It is pointed out that family day care mothers can and should serve as integral parts in the planning and execution of training programs.

60. Trisdorfer, Alice, et.al. What Day Care Mothers Want to Know: Guidelines for a Pre-Service or In-Service Educational Program for Family Day Care Mothers, (Reference taken from Norma K. Howard, Day Care: An Abstract Bibliography, ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois, 61801.)

This report describes the content of an educational program for family day care mothers based on the results of a year-long collaborative effort of 24 low-income licensed day care mothers and the staff of the Educational Day Care Consultation Program at the University of Michigan. The Project staff, program structure, group meetings, individual home visits, recommended goals of training program for day care mothers, lists of pamphlets and materials distributed to participants, and selected forms used by the Project are presented and discussed.

61. Urich, H. A Study of Family Day Care Systems in Massachussetts, Child Care Resource Centre, September 1972.

This is a report on the operation of Family Day Care Systems defined as supervised care (ie. an agency or central headquarters runs the system). It summarizes the workings of a family day care system in Massachussetts, giving details on daily routines and administrative aspects.

Also, there is a summary of interviews with the day care mothers, along with a description of their work role. Some discussion is presented of role conflict for the caregiver and the potential to expioit her generosity. In other words, people tend to pay low wages to caregivers because they often offer their services to help out mothers in need of immediate day care, not because they want the work.

62. Wattenberg, E. A Rationale and Explanation of a Family Day Care Training Project, School of Social Work, University of Minnesota, December 1972.

The purpose of this Training Project was to improve the quality of Family Day Care offered to children of working parents. The methods used to achieve these ends included:

1) setting up television and visual areas as a medium for providing education and training in early childhood education;
2) creating a new career of a family day care consultant;
3) establishment of neighbourhood resource centres.

The desired outcome of such a project would be to offer parents alternatives, to offer intimate environments for infants and toddlers, and to create good supplementary services. (An evaluation of the project is available from the author.)

63. Willner, Milton. "Unsupervised Family Day Care in New York City," Child Welfare, June, 1969, 48, pp. 342 - 347.

360 natural mothers and 242 day care mothers were interviewed in this survey. (This, however was not a random sample, and Willner suggests that it probably overrepresents good care situations.)

The study reached conclusions as to the sub-standard housing conditions of the day care homes. It was concluded that about 80 percent of the day care homes studied were ineligible for certification by the public health department, that two-thirds of the homes studied were unsatisfactory in terms of the day care criteria of the researchers. It was recommended that licensing laws should be strengthened to protect the child in these homes. Even though the day care mother has good intentions, basic standards and goals are needed.

In addition fewer than 5 percent of the natural mothers selected family day care as the best for their child and the majority felt that group care was better and more reliable. This led to recommendations for consultants and change agents who are non-professional (ie. training for caregiver, health codes and supervision).

(The study poses a stark contrast to the Emlen studies of family day care (see nos. 17, 19, 21, and 22) in which unsupervised family day care receives a relatively good bill of health. Our assessment is that the Willner study must be taken very seriously as an alternative view on family day care, particularly in low income neighbourhoods.)

64. Willner, Milton. "Family Day Care: An Escape from Poverty", Social Work, April 1971, pp. 30 - 35.

Repeats much of the preceding citation.

65. Willner, M. and Compton, E. "Advantages of Family Day Care," Porter-Heath Children's Centre, April, 1974.

This is a characterization of the Porter-Heath program in Tennessee directed by Willner. In this program, day care mothers are screened, trained and supervised as well as offered such support systems as a handyman and a central organizing body. The authors feel they have created a program which is flexible to the individual needs of parents and children while offering what is, by professional standards, as good care in a day care home as in a day care centre.

66. Winett, R.A., Fuchs, W.L. and Moffat, S.A. A Comparative Study of Day Care and Non-Day Care Children and Families, University of Kentucky, 1973. (Available from the authors).

This study examines effects of the use of day care on the division of labour, quality of parent-child interactions, use of leisure time, and activities and behavioural management in the family.

The sample included: (1) 35 children in all-day child care centres;
(2) 31 children in half-day (mixed) child care centre of babysitter care;
(3) 43 children in natural home all day.

124 families with two parents were the focus of the study and all three groups were matched as closely as possible (age, sex, birth order, no. of children in the family, family SES (father), race, politics and religion of family). SES was based on Hollingshead two-facotr method which takes into account education and occupation. (Matching, however, was not successful for age, order, no. of children, race and SES.) Children were compared on the Illinois Test of Psycholinguistic Abilities, Peabody Picture Vocabulary test, a Social Development Scale and a preschool scale.

Results showed that in families that used day care:
1) children scored higher in intellectual and social development
2) fathers do more tasks
3) families spend more leisure time together
4) "quality of interactions" is not related to child rearing situation
5) children show significant superior development if parents were more egalitarian.

67. Wood, C. and Schmidt. "Responsible Alternative to Group Care," North Shore Information Services, North Vancouver, B.C., April 1975.

The authors discuss the referral and support service in North Vancouver, British Columbia, which has successfully overcome most of the drawbacks to family day care (such as non-trained staff, isolation and communication problems between parent and caregiver). A day care counsellor is made available for the parents and a home visitor for family day care mothers. These people maintain contacts with caregivers and consumers as well as giving informal counselling. To ensure the"quality" and continuity of care these supports have been fairly well developed. Caregivers are well screened and provided with weekly to monthly visits, and given access to a toy, book and nursery equipment library.

There are also "relief moms" or floating day care mothers who have experience and training in educational and pre-school programs. A "resource program" where parents can get together and talk is made available.

At North Shore, day care mothers care for only 1 - 2 children because it is felt that the average mother does not have the skills and vitality to care adequately for larger groups of children.

68. World Health Organization. "Care of Children in Day Centres", 1964.

This article examines what mothers want from child care facilities and services. Report concludes that mothers want:

1) assurance that children are in good hands
2) full confidence in staff and standards
3) convenient hours of operation
4) convenient location
5) family atmosphere, not institutional
6) cooperation with families in harmonious educational development and approach
7) reasonable in cost
8) priority for those who must have access to services
9) public control and supervision of all facilities.

69. Zigler, E. "A National Priority: Raising the Quality of the Children's Lives," Children, September - October, 1970, 17.

One of the founders of the Head Start Program in the U.S., Zigler discusses the establishment of the Office of Child Development in the Children's Bureau of the U.S. government. He sees this agency as instrumental in determining the "quality" we advocate in child development. According to the author this involves an evaluation of the concept and the whole child, the most accepted view on child development. This entails an examination of how to improve health services, provide better nutrition, raising child's self-esteem, involving parents in educational process, developing child and family relations. He advocates that because of this concept of the whole child, an "environmental mystique" has developed where we believe the intellect is trainable and that a child's ability to learn can be enhanced by developing the environment. Zigler, however, argues that not all "quality" is measurable (ie. good humor, regard for others). This has great implications on the use of family day care facilities.

70. Zigler, E. "The Environmental Mystique: Training the Intellect vs. Development of the Child," Childhood Education, May, 1970.

The author feels that we should be just as concerned with the development of positive attitudes and motives in the child as we are with the development of the intellect. He considers the child to be a much more autonomous learner than the advocates of what he calls "the pressure-cooker approach" are willing to admit. As in Head Start, what we should do is not give the tools to make children brighter but give them the experiences that motivate them.

Zigler feels that what is important is to come to terms with what we feel are important goals in education - to produce increased intellect or a well adjusted individual.

Some suggested variables for looking at motivational and emotional development are: amount of affection and alienation, feeling of autonomy, degree and quality of interaction with adults, and reinforcement and punishment in discipline.

A Family Day Care Handbook, based on a first Ontario Family Day Care conference sponsored by the Ontario Welfare Council and the Ontario Ministry of Community and Social Services, will be published early in 1976.

APPENDIX A

ADDITIONAL RESOURCES ON FAMILY DAY CARE

AUDIO-VISUAL MATERIALS MAY BE OBTAINED FROM:

1. Infant Care Project
   Institute for Child & Family Development
   University of North Carolina
   Greensboro, North Carolina 27412
   (Films, slides, program aids)

2. Day Care Consultant and Media Project
   Pacific Oaks College
   714 West California Blvd.
   Pasadena, California 91105
   (Filmstrips)

3. Minnesota Family Day Care Training Project
   Office of Careers Development
   Centre for Urban and Regional Affairs
   1507 University Ave. S.E. Room 300
   Minneapolis, Minnesota 55414
   (Slide/tape series and information on a television series for training family day care mothers)

CONTACT PERSONS ON DAY CARE IN ONTARIO:

1. Anne Barstow, Chairman
   Advisory Council on Day Care
   Parliament Buildings
   Queen's Park
   Toronto, Ontario (449-3184)

2. Elizabeth Burroughs
   Ontario Welfare Council
   1240 Bay Street
   Toronto, Ontario (961-4771)

3. Howard Clifford
   Day Care Information Centre
   Dept. of National Health & Welfare
   Ottawa, Ontario ((613) 992-2133)

4. Julia Schulz
   c/o Social Planning Council of Metropolitan Toronto
   185 Bloor Street East
   Toronto, Ontario (961-9831 ext. 245)

5. Pat Schulz
   President Day Care Alliance
   275 Shuter Street
   Toronto, Ontario (366-6211)

APPENDIX A (continued)

RESEARCH ON FAMILY DAY CARE IS CURRENTLY BEING CONDUCTED BY:

Project Child Care: A Study of Private Daycare Arrangements
185 Bloor Street East
Third Floor
Toronto, Ontario (961-9831)
(Contact: Dr. Ted G. Harvey, Project Director)

OTHER RESEARCH ON DAY CARE IN ONTARIO IS CURRENTLY BEING CONDUCTED BY:

Mrs. Nelly Flaz
Study of: The Supply and Demand of Day Care in Ontario
Ontario Institute for Studies in Education
Dept. of Educational Planning
252 Bloor Street West
Toronto, Ontario

Ms. Eileen McIntyre, Professor M. Krashinsky
Study: Day Care and Public Policy in Ontario
Institute for Social and Economic Policy Analysis
University of Toronto
150 St. George Street
Toronto, Ontario

APPENDIX B

OTHER BIBLIOGRAPHIES ON DAY CARE

1. A Catatogue of Publications, Resources for Day Care, 1973

   Lists publications concerning policy and organization planning and operation and child development.

   Available from: Day Care and Child Development Council of America, 1012 14th Street N.W., Washington D.C. 20005

2. An Annotated Bibliography of Day Care Reference Materials, 1972

   Lists publications under headings such as: After School Care, Bibliographies, Community Co-ordinated Child Care, Demonstration Centres, Programs for Handicapped and Disadvantaged, Infants, Neighbourhood Day Care, Working Mothers.

   Available from: The Pennsylvania Day Care Study Project, The Institute for the study of Human Development Centre for Human Services Development, The Pennsylvania State University

3. a. Canadians Ask About Child Day Care: A Bibliography, 1972

   Lists publications concerned with what is day care, programming, type of building and equipment, costs, operation and Canadian Studies and Reports.

   b. Day Care Guide to Reading, 1975

   Contains publications concerned with such topics as family day care, out-of-school care, child and family development, one parent families, working mothers, research and evaluation, special needs, other countries, and has an appendix on Canadian Authors. This is a more comprehensive bibliography than 3.a.

   Available from: National Day Care Information Centre, Social Allowances and Services Branch, National Health and Welfare Canada, Tunney's Pasture, Ottawa, Ontario K1A 1B5

4. Day Care: An Abstract Bibliography, 1974

   Includes entries from Research in Education and citations of journal articles appearing in Current Index to Journals in Education.

   Available from: Eric Clearing House on Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois 61801

APPENDIX B (continued)

5. Day Care Service: A Bibliography of Child Welfare League of America Publications, 1960-1972

   Lists articles that appeared in Child Welfare including reviews of books on day care and books and monographs.

   Available from: Child Welfare League of America, Inc., 67 Irving Place, New York, N.Y. 10003

6. Family Day Care Bibliography, 1975

   Lists the published studies of the Pacific Oaks College Community Family Day Care Project, concerning the advantages of family day care and self help organization of day care mothers.

   Available from: Pacific Oaks College, 714 W. California Blvd., Pasadena, California, 91105

7. Selected Bibliography on Child Care Evaluation Studies, 1973

   Lists publications dealing with conceptual issues, costs, and benefits.

   Available from: Council of Planning Libraries, Post office box 229, Monticello, Illinois, 61856

APPENDIX C

SELECTED CROSS REFERENCES

On Quality
see:

Collins, A.H.	Some Efforts to Improve Private Family Day Care, 1966 (7)
Emlen, A.C.	Realistic Planning for the Day Care Consumer, 1970 (24)
Emlen, A.C. & Perry, J.B.	Child Care Arrangements, 1974 (26)
Hasegaw, P.	What is Quality Family Day Care? (33)
Mass, H.S.	Children's Environments and Child Welfare, 1971 (39)
Prescott, E.	Is Day Care as Good as a Good Home? 1974 (39)
Prescott, E.	A Comparison of Three Types of Day Care and Nursery School-Home Care, 1973 (45)
Sale, J.S.	A Self-Help Organization of Family Day Care Mothers as a Means of Quality Control, 1974 (52)
Sale, J.S.	Family Day Care--A Valuable Alternative, 1973 (53)
Sale, J.S.	Family Day Care: One Alternative in the Delivery of Developmental Services in Early Childhood, 1973 (54)
Saunders, M.M. & Keister, M.E.	Family Day Care: Some Observations, 1971 (57)
Willner, M.	Unsupervised Family Day Care in New York City, 1969 (63)
Zigler, E.	A National Priority: Raising the Quality of Children's Lives, 1970 (69)
Zigler, E.	The Environmental Mystique: Training the Intellect vs. Development of the Child, 1970 (70)

On Support Systems
see:

Carter, A. & Ayton, D.	Family Day Care, A Special Use of Subsidized Private Home Day Care, 1974 (2)
Clifford, H.	Family Day Care: A Fast Growing Resource, 1974 (4)
Collins, A.H.	The Home-Centred Woman as a Potential Protective Service Resource, 1971 (5)
Costin, L.B.	Training Non Professionals for a Child Welfare Service, 1966 (11)
Emlen, A.C.	Family Day Care West: A Working Conference, 1972 (28)
Emlen, A.C.	Neighbourhood Family Day Care As A Child Rearing Environment, 1970 (25)
Emlen, A.C. & Watson, E.L.	Matchmaking in Neighbourhood Day Care, 1971 (23)
Heinicke, O.M., et. al.	The Organization of Day Care: Considerations Relating to the Mental Health of Child and Family, 1973 (34)
Jackson, B.	The Childminders, 1973 (35)
Nova Scotia Regional S.P.C.	Family Day Care for Nova Scotia--A Proposal, 1973 (40)
Radin, N.	Evaluation of the Day Care Consultation Program, 1969-1970 (47)
Roberts, E.	A Proposal for Demonstration Pilot Projects Private Home Day Care, 1975 (49)
Sale, J.S.	A Self-Help Organization of Family Day Care Mothers as a Means of Quality Control, 1974 (52)
Sale, J.S. & Torres, Y.L.	I'm Not Just a Babysitter: A Descriptive Report of the Commun' y Family Day Care Project, 1971 (55)
Willner, M. & Compton, E.	Advantages of Family Day Care, 1974 (65)
Wood, C. & Schmidt	Reasonable Alternative to Group Care, 1975 (67)